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ABSTRACT

Since circumstances are demanding a comprehensive restructuring of teacher education in this country, and since comparative and international education are inexorably linked to teacher education, this restructuring should be viewed by comparativists as an opportunity to enrich the quality of, and be of service to, teacher education. More specifically, comparative educators can retain a reputation for intellectual respectability and professional indispensability by making their knowledge and skills available to this inevitable restructuring process. It is not enough to advocate that the content of comparative and international education be made more meaningful to the total process of educating teachers, its approach must also be workable. Its methodologies must contribute to the analytic skills that teachers need in order to analyze their roles and perform their functions in an enriching manner. The impact of restructuring on the future of teacher education nationally will undoubtedly cause numerous difficulties, but an opportunity to demonstrate the power and relevance of foundational studies cannot be missed. Comparative education can make a substantial contribution to the teacher preparation programs. It has the potential to offer: (a) a legitimate body of knowledge derived from intercultural and multicultural experiences that can enrich and enhance teacher education, and (b) appropriate methodologies for inquiries, theory-building, and for drawing and validating generalizations. (Author/JS)

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COMPARATIVE EDUCATION AND THE RESTRUCTURING OF TEACHER EDUCATION: AN OPPORTUNITY FOR QUALITY AND SERVICE

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It is the thesis of this paper that since a set of compelling circumstances are demanding a comprehensive restructuring of teacher education in this country, and since comparative and international education is inexorably linked to teacher education, this restructuring can and should be viewed by comparativists as an opportunity to enrich the quality of, and be of service to, teacher education. More specifically, comparative educators can retain a reputation for intellectual respectability and professional indispensability by making their knowledge and skills available to this inevitable restructuring process. It is not enough to advocate that the content of comparative and international education be made more meaningful to the total process of educating teachers; its approach must also be workable, i.e., its methodologies must contribute to the analytic skills that teachers need in order to analyze their roles and perform their functions in an enriching manner, both for themselves and for their students.

The writers of this paper work in the State of Ohio where the restructuring of the state teacher education has been mandated.[1] Two years ago the State Department of Education felt that one way to bring about substantive changes in teacher education would be to re-design the standards by which colleges of education are accredited.

Since teacher education concerns a large segment of the population, an attempt was made to involve those in professional education, as well as those in lay groups. Various University Deans of Education, Deans and Directors of Teacher Training Programs in Private Schools, the Ohio Educational Association, the American Federation of Teachers, Buckeye Association of School Administrators, Elementary and Secondary Principals, School Board Members, PTA groups, and the Ohio Association of Colleges for Teacher Education, and numerous other groups were heavily involved.

After receiving input from the various groups concerned, a Steering Committee made its recommendation to the State Board of Education in terms of proposed standards to guide the accreditation of institutions preparing teachers. At the conclusion of these hearings, a set of standards was adopted by the Ohio State Board of Education.[2] (See appendix.) The highlights of these Standards are summarized briefly below.

To our knowledge, never have so many people been involved in establishing standards for the preparation of teachers in Ohio. While these standards reflect many compromises, they also reflect the deep and abiding concerns of the lay public, teachers in the field, school administrators, professors and administrators who are responsible for the education of teachers.

This restructuring in Ohio seems to be a prototype of things happening or about to happen in other states, and the impact on the future of teacher education nationally will undoubtedly be substantial and worrisome.

Coupled with the difficulties involved, however, is an opportunity to demonstrate the power and relevance of the foundational studies. Moreover, as a vital segment of the foundational field, comparative education can show how in fact it can make a substantial contribution to the teacher preparation programs. Inherently, it has the potential to offer:

A. A legitimate body of knowledge that can enrich teacher education.

B. Appropriate methodologies for inquiries, theory-building, and for drawing and validating generalizations.

A. Body of Knowledge

While the need for wide-sweeping reforms encompasses nearly every aspect of teacher education up through and including the kinds of experiences appropriate for terminal degrees, the quality of knowledge and experience is often singled out as being in need of special attention. While a body of practical knowledge is obviously needed in teacher education, the mastery of that knowledge should, sooner or later, lead the practitioner to the first step toward arriving at new theoretical insights. Professor John Walton of John Hopkins, reminds us that "Education has been around for a long time. The schools are among the oldest of social institutions. In the course of centuries perhaps all that can be learned at the common-sense level of education has been learned."[3]

It is in the process of systematization of knowledge, i.e., in the ordering of knowledge gained through centuries of practice, where the foundational studies can make its best contribution and give direction to established procedures. As to comparative education in particular, it has an enriching as well as interpretive function. Readers of this paper, undoubtedly, are familiar with eloquent rationale proposed by know scholars in the field as to the need and desirability of knowledge and experiences leading eventually to a global understanding. Ultimately, however, comparative education must fulfill the Kandelian "melioristic" purpose.[4] This is the enriching function.

Obvious though it might be, a brief mention must be made of the potential benefits derived from enriching the curriculum of teacher education with intercultural, multicultural (both national and international) experiences. However valuable these experiences are, concerted effort must be made to legitimize them because their advantages do not constitute a prima facie case to everyone. Professor Edmond King, for instance, declares the necessity for the field to assist in decision-making in "the real world." This, he suggests, is "the public service aspect of comparative education."[5] Moreover, the comparative approach has traditionally meant the collection of comparable data for comparison and analysis of foreign systems and practices; however, as a "method" of inquiry it is not necessarily limited to that tradition. Internally, i.e., within-nation, the comparative approach can prove itself to be of service to the American scene in a variety of ways. Among other provisions, for example, the Ohio document calls for teachers who are prepared to relate to the problems brought about by a culturally pluralistic society. More specifically, in a society where pluralism is cherished, where ethnic conflict can cause polarization, and where the social and economic stratifications have some bearing on education, there is much to be anyalyzed and understood that highlights these special and enduring features of the American society--this is the

interpretive function of comparative education. A historical glimpse reveals that one of the earliest stated purposes of Comparative Education was "...to cooperate with specialists in other disciplines in interpreting educational developments in a wider cultural context."[6] The comparative approach can serve this "cultural context" and its structure of values, both in a national as well as in an international sense. The Ohio document emphasizes that in the selection of teachers and in the curriculum, such matters as attitudes and values are of serious importance. By attitudes and values were meant "those characteristics necessary for a prospective teacher to successfully contribute to pupil growth; development; and tolerance for, and understanding of, human diversity."[7] All these qualities (attitudes and values in particular) are by their very nature comparative, i.e. relative; all need an interpretative framework to illustrate their essence.[8]

B. Research Tools

Comparative analysis, as a research tool, is a process of inquiry and systemitization, and as such it is suitable to the study of any two or more settings with certain commonality that suggests the worth of their study.[9] Therefore, it is an appropriate tool for the study of our national diversity. For example, in addition to the study of ethnicity, there is the significant domain of pluralism with all its consequences. Moreover, the education of future public school teachers in particular is to have experiences or exposure to the educational implications of a variety of settings: urban, suburban, or rural--an obvious opportunity for comparative investigations.

Another potential service comparative educators can offer to teacher education, internally, is in the systematic investigations of the various approaches in teaching methodologies of the different subject matter. Sharp differences as to the desirability and legitimacy of each of the known methods are often present; but these are disputes that commonsense solutions are no longer adequate nor appropriate. "...it is remarkable how well we conducted the education enterprise without the assistance of systematic knowledge."[10] Generalizations, therefore, need be derived from existing practices and activities to be used as guidelines for prospective teachers. Hence, the comparative method can test

hypotheses and derive geneneralizations concerning the effectiveness and the efficiency of the various instructional techniques.[11] Ultimately, used as a useful research tool, it can then be considered seriously for legitimate research activities, and therefore increased funding opportunities.

We must add here, that the adoption of comparative research does not by itself guarantee usable results, nor is comparative analysis to be carried out for its own sake--each should have a well-defined purpose in order for it to be meaningful and useful.

Concluding Remarks

Since the teaching profession has a somewhat limited control on the enrollment figures (i.e. quantitatively), it has a unique opportunity to look inward to its product and its process, (i.e. to improve qualitatively). Nor is it fruitful simply to curse the new emerging trend in student inclination toward vocationalism in higher education--a trend that appears to irritate the narrow specialist educator. It may be that the average student is simply responding to societal stimuli and economic pressures stemming from the outside and therefore beyond his control. What is needed, instead, is a new perspective toward teacher education, and a genuine involvement of all its professionals: the specialists and the generalists. As to comparativists in particular, the need is

first to propose the content of this field as a legitimate body of knowledge, useful in the process of liberalizing the educated from his ethnocentrism and parochial outlooks in order to reduce the tremendous strain pluralism places on the social system.

The second need is to project the comparative method and the power of anaylsis as a tool to deal with the many problems of a highly diversified and multicultural society. Therefore, it is imperative that educationists, and comparativists in particular, take advantage of opportunities to show that they have a product that sells and a process that works, without feeling too mundane.

Footnotes

1. The Standards were officially approved on December 9, 1974, by the State Board of Education to become effective on July 1, 1980.

2. The Standards are reproduced without editorial comments as an appendix to this paper.

3. John Walton, "The Study of Education: Prisoner of Metaphor and Synecdoche," Educational Studies, Vol. 5, No. 3 (Fall 1974), p. 104.

4. The term was first used by Professors Kazamias an Massialas in their well-known book, Tradition and Change in Education: A Comparative Study (Englewood Cliff, N. J.: Prentice-Hall, 1965), pp. 3,10.

5. Edmond J. King, Comparative Studies and Educational Decisions (New York: The Bobbs-Merrill Co., 1968), pp. 50-51.

6. For the full text of the Constitution of the Society, see Gerald H. Read, "Constitution of the Comparative Education Society," Comparative Education Review, Vo. 3, No. 2 (October 1959), pp. 37-40.

7. See page 4 in the attached Standards.

8. Recently, more rigorous quantitative investigation, based on explicit hypotheses, was advocated in two important volumes in the field by Harold Noah and Max A. Eckstein, Toward a Science of Comparative Education (London: The Macmillan Company, 1969), and their second volume Scientific Investigation in Comparative Education, of the same year.

9. Commonality here includes differences as well as similarities. The point, however, is that the process of comparison must be purposeful.

10. Walton, p. 104.

11. For a scheme summarizing known methodologies in the area, see J. M. Higson, "Developments Towards a Scientific Conception of Methodology in Comparative Education - A Review of the Literature," International Journal of Educational Sciences, Vol, 2, No. 1 (1967), pp. 25-36. Also see, by the same author, "The Methodology of Cross-National Comparative Analysis of Education - A Review of the Literature," Comparative Educational Review, Vol. 12, No. 3 (October 1968), pp. 338-349.

Ohio
State Board of Education

FDb-303 STANDARDS FOR COLLEGES OR UNIVERSITIES PREPARING TEACHERS

Chapter FDb-303, Standards for Colleges or Universities Preparing Teachers, shall become effective on July 1, 1980, for all colleges and universities in the state of Ohio desiring to prepare teachers.

Said chapter shall be utilized from January 1, 1976, through June 30, 1980, as criteria to qualify colleges and universities for such state financial assistance as may be appropriated for such purpose.

Each college or university in Ohio which is approved to prepare teachers as of January 1, 1976, by the State Board of Education shall submit to the State Department of Education not later than July 1, 1976, a detailed plan of the process, procedures, and time schedule whereby the college or university proposes to effect compliance with the standards set forth in said chapter.

Subsequent to the approval of said detailed plan by the State Department of Education and until the college or university is determined through an on-site evaluation to be in full compliance with the standards contained in said chapter, the college or university shall submit to the State Department of Education not later than July 1 of each year an annual report on the status of effecting compliance with the provisions of standards contained in said chapter.

Agreements, plans and reports required by Chapter EDb-303 shall be public documents. Such documents shall be furnished to any person who requests them, without charge, or upon payment of a charge not to exceed the actual cost of duplicating said documents.

The non-degree preparation of vocational education teachers for the provisional certificate is not regulated by Chapter EDb-303.

Said chapter supersedes Standards FDb-301-18 through FDb-301-24, as adopted by the State Board of Education on October 12, 1970, and effective January 1, 1972.

EDb-303-01 Organization

(A) Prerequisite to the approval of a college or university to prepare teachers by the State Board of Education, the college or university shall first obtain authorization to grant the applicable baccalaureate or advanced degree by the Ohio Board of Regents.

(B) A college or university seeking initial or continuing approval to prepare teachers shall submit evidence that its governing body, administration, and faculty regard teacher education as one of the integral parts of the college or university's total purpose and support teacher education commensurate with defined purposes and objectives.

(C) A clearly defined statement of purposes and objectives shall be established for each field in which teachers are prepared.

(D) Approval of a college or university by the State Board of Education to prepare teachers shall be for explicit teaching fields; e.g., elementary, comprehensive science, educable mentally retarded, or distributive education.

(E) The primary responsibility for the preparation of teachers within a college or university shall be exercised by a clearly defined and organized administrative and instructional unit, such as a college, department, division, or school of education.

EDb-303-01 Organization (Cont.)

(F) Relationships shall be established between the college or university preparing teachers and approved or chartered schools or school districts for the purpose of providing teacher education students with field-based experiences; and shall be formulated with written agreements when requested by either party, which shall include mutually agreed upon: (1) activities, services, and compensation; (2) roles and responsibilities; (3) provisions for solving problems and the coordination of ongoing activities; (4) means for revisions to meet changing needs and conditions; and (5) professional development programs for persons involved in the preparation of teachers. Experiences and objectives shall be jointly developed, with consideration of recognized professional guidelines, by representatives of approved or chartered schools or school districts, including administrators, supervisors and teachers; the college or university preparing teachers; and teacher education students.

(G) The college or university unit having primary responsibility for the preparation of teachers shall select advisory committees of interested groups from within the college or university preparing teachers, interested groups from within approved or chartered schools or school districts, and interested citizens. Interested groups and organizations may submit nominees to the college or university preparing teachers for appointment to the advisory committees. The college or university preparing teachers shall utilize the committees for the purpose of advising on the design, approval, and continuous evaluation and development of teacher education, including criteria, policies, and procedures pertaining thereto. The advisory committee shall meet regularly and report to the college or university preparing teachers. The college or university preparing teachers shall act upon the reports of the advisory committee, and report its action to the advisory committee. The advisory committee minutes shall be made an official part of the documentation used in the evaluation by the State Department of Education.

EDb-303-01 Organization (Cont.)

(H) Continuous recruitment and counseling shall be conducted to encourage the enrollment of individuals who evidence potential to become outstanding teachers.

(I) Teacher education students shall be selected and admitted pursuant to criteria and procedures adopted by the governing body of the college or university which are conducive to the acquisition of the body of knowledge, skills, attitudes, and values necessary for becoming an effective teacher. As used in Chapter EDb-303 the phrase "attitudes and values" means those characteristics necessary for a prospective teacher to successfully contribute to pupil growth; development; and tolerance for, and understanding of, human diversity.

(J) Retention of teacher education students shall be pursuant to established criteria predicated upon satisfactory progress toward acquiring and utilizing the requisite body of knowledge, skills, attitudes, and values while completing course work and clinical and field-based experiences.

(K) Criteria, policies and procedures shall be adopted by the college or university to govern teacher education and shall not discriminate on the basis of race, sex, political affiliation, religion, age, or socioeconomic status for teacher education students. Due process procedures shall be specified and accorded any individual who may be adversely affected by said criteria, policies or procedures.

(L) Agreements, criteria, objectives, policies, procedures, and purposes required by this standard shall be set forth in writing and disseminated as appropriate or upon request to administrators, faculty, and teacher education students within the college or university; cooperating school personnel; interested groups and organizations; and the State Department of Education.

EDb-303-02 Curriculum

(A) The body of knowledge, skills, attitudes, and values determined essential for effective teaching shall be specified for each field in which the college or university is approved to prepare teacher education students.

(B) The specified body of knowledge, skills, attitudes, and values shall serve as the basis for development of the teacher education curriculum in each teaching field to include course work in general and professional education and in the content area of specialization, as required by approved teacher certification standards. The teacher education curriculum shall adequately reflect identified and significant academic and social concerns which would include:

(1) the teaching of reading, as it pertains to the field for which certification is being sought;

(2) human relations related to both teaching in a culturally pluralistic society and working effectively with students regardless of race, political affiliation, religion, age, sex, socioeconomic status, or exceptionality not requiring a full-time specialized educational environment;

(3) analysis and evaluation of one's performance skills as they relate to teaching behavior;

(4) dealing with behavior problems (e.g., aggressive, abusive, withdrawal, et cetera); and

(5) selection, preparation, and effective utilization of educational media to facilitate learning.

EDb-303-02 Curriculum (Cont.)

(C) Each teacher education student shall satisfactorily participate in clinical experiences which present individual cases or problems involving the application of principles and theory in teaching and learning. Through clinical experiences under the direction and supervision of experienced faculty--in a college or university laboratory setting, approved or chartered school, or other approved setting--the teacher education student shall be involved in the use of diagnostic testing instruments and observational techniques to enable an analysis of pupil learning progress or difficulties, on both an individual and group basis, and prescriptions of instructional strategies, educational media, and materials to maximize pupil learning outcomes.

(D) Each teacher education student shall satisfactorily participate in a series of carefully planned, supervised, and evaluated field-based experiences for which specific learning objectives have been set to assure increasing proficiency in performing the various teaching responsibilities under actual school conditions. Experiences and objectives shall be jointly developed among representatives of approved or chartered schools or school districts, including administrators, supervisors and teachers; the college or university preparing teachers; and teacher education students. Field-based experiences shall be completed in a variety of urban and suburban or rural settings. Field-based experiences shall include at least one full quarter of student teaching, during which time the teacher education student will be expected to follow a teacher's regular schedule. College or university supervision of student teaching shall be conducted or augmented by professional persons having specialization within the particular field of the student teaching assignment. Cooperating teachers in the student teaching experience shall possess the appropriate standard certificate, and have a minimum of three years of classroom teaching experience including one year in the field for which the service is being provided.

EDb-303-02 Curriculum (Cont.)

(E) The clinical and field-based experiences for teacher education students shall be: (1) an integral part of the teacher education curriculum, commencing early therein and continuing in a sequential manner; (2) related to school-age youth; and (3) equivalent in time to one full quarter in addition to the student teaching experience as specified in Part D of this standard.

(F) A complete description of the teacher education curriculum for each field--including, but not limited to, the sequential learning needed within the body of knowledge, skills, attitudes, and values as identified through instructional objectives and syllabus for each course, clinical experience, and field-based experience therein, together with the identification and specification of essential prerequisites--shall be submitted to the State Department of Education for approval at least every five years, or sooner if revisions are desired therein.

FDb-303-03 Instruction

(A) Instruction in all courses within each teacher education curriculum shall utilize a variety of appropriate instructional procedures which contribute to the effectiveness of teacher education students' preparation.

(B) Instruction will insure that all teacher education students shall be able to utilize effectively various types of educational media.

EDb-303-04 Faculty

(A) An administrator shall be employed and assigned adequate time to provide leadership and direction to the unit within the college or university having responsibility for teacher education. Said individual shall be: (1) qualified for such position by virtue of extensive academic preparation and experience associated with an approved or chartered school or school district, and higher education; (2) responsible for recommending certification of those teacher education students who have satisfactorily completed the requirements prescribed by the State Board of Education and the laws of Ohio; and (3) the college or university's official representative in working with the State Department of Education.

(B) Specific faculty competence shall be evidenced for each field in which teachers are prepared. Each member of the faculty shall have academic preparation appropriate to each teaching and supervisory assignment.

(C) Each member of the professional education faculty shall have had at least three years of satisfactory and appropriate teaching experience in an approved or chartered school or school district, or comparable experience for the services to be performed as may be approved by the State Department of Education, and shall maintain a current and knowledgeable relationship with elementary and secondary schools. In addition, each member of the professional education faculty responsible for teaching courses required for specific certificates shall have had at least three years satisfactory and appropriate experience related to such courses in an approved or chartered school or school district, or comparable experience in an approved setting.

EDb-303-04 Faculty (Cont.)

(D) The professional education faculty teaching load (including number of hours and students) shall be consistent with the established purposes and objectives of teacher education and shall provide faculty adequate time to advise and counsel teacher education students; work on various advisory, planning, development, and evaluation committees; and conduct research, write, and be involved in other such appropriate experiences as are required by the college or university as a whole.

(E) Part-time faculty should be utilized when there is a need for a special competence neither represented on the regular faculty nor requiring a full-time faculty member, or there is a need for temporary additional services in the areas of competence already represented on the full-time faculty. Where consistent with college or university policy, part-time faculty shall be involved as full-time faculty on various advisory, planning, development, and evaluation committees and may be assigned time to be available for advising and counseling teacher education students.

(F) Professional education faculty shall be assigned in sufficient numbers to enable the planning, instruction, direction, supervision, evaluation, school liaison, advising and counseling required by the provisions of Chapter EDb-303. The faculty/student ratio required to implement the provisions of Chapter EDb-303 will approximate one full-time equivalent faculty member for each fourteen full-time equivalent teacher education students. A full-time equivalent faculty member shall be assigned to plan, supervise, and evaluate student teaching experiences for each fourteen full-time equivalent teacher education students involved therein.

(G) The professional education faculty at both the undergraduate and graduate levels, to the extent the purposes and objectives of teacher education are served thereby, shall represent a level of academic preparation and teaching load, and be accorded rank and salary at least commensurate with other faculty who teach baccalaureate courses and advanced degree courses, respectively. Planning, supervision, and evaluation of field-based experiences for teacher education students shall be considered equivalent to on-campus assignments.

EDb-303-04 Faculty (Cont.)

(H) This standard shall pertain to all faculty members employed by a college or university after the effective date of this standard.

EDb-303-05 Teacher Education Student Services

(A) Comprehensive teacher education student services shall be provided but not limited to:

(1) Orientation to: (a) teacher education; (b) characteristics, rules, regulations and policies of participating elementary and secondary schools; (c) resources available to assist in acquisition of the requisite body of knowledge, skills, attitudes, and values; (d) career options available through teacher education; (e) employment potential, conditions, and salaries in the various career options; (f) professional rights and responsibilities; (g) teacher and other education-related organizations.

(2) Individualized counseling scheduled on a regular basis throughout the college or university experience to provide for scheduling and review of courses or experiences predicated upon self-assessment, career objectives and needs assessment.

(3) Maintenance of each teacher education student's cumulative record, which includes at least: (a) career objectives, (b) completed course work, and (c) evaluations of course work including clinical and field-based experiences and hours completed.

(4) Placement services for graduates seeking initial or subsequent employment in education.

(B) Teacher education student services shall be conducted pursuant to published policies and procedures established within the college or university. Times available for the various teacher education student services shall be published and distributed to all teacher education students.

EDb-303-05 Teacher Education Student Services (Cont.)

(C) Only individuals who are qualified by appropriate preparation and experience shall be assigned responsibility for providing teacher education student services.

(D) Individuals responsible for providing teacher education student services on other than a full-time basis shall be assigned time and facilities to provide such services.

EDb-303-06 Facilities

(A) Physical facilities, instructional materials, equipment, and other resources essential for conducting teacher education shall be provided.

(B) The physical plant shall be designed to fulfill the college or university's defined purposes for teacher education, and shall provide for the safety and health of students and faculty.

(C) The library shall support the instruction, research, and services pertinent to each teaching field in which teacher education students are prepared. The recommendations of professional education members, national learned societies, and education organizations shall be considered in maintaining and building the collection for each teaching field in which teacher education students are prepared. Administrative procedures and equipment shall conform to accepted modern practices, including cataloguing methods, arrangements of books and periodicals, and adequate hours of accessibility. Ample provision shall be made for utilizing newer developments in library services. The library shall be administered on a full-time basis by a professionally trained librarian.

(D) Laboratories and laboratory equipment shall be available for instructional purposes for each teaching field in which teacher education students are prepared. The laboratories and laboratory equipment shall meet the standards as prescribed for approved or chartered schools by the State Board of Education with consideration of recognized professional guidelines.

(E) Space, equipment, and staff shall be available for planning, recording, and evaluating experiences--such as microteaching, role playing, and other simulated activities.

EDb-303-06 Facilities (Cont.)

(F) An educational media center shall be maintained either as a separate unit or as part of the library. The center shall maintain hours of accessibility which support teacher education student learning, serve as a laboratory of material and educational media for instruction, and include: a wide array of books commonly used in approved or chartered schools; various types of educational media, such as maps, charts, pictures, films, video tapes, and recordings; various types of materials used in evaluation of learning; and curriculum patterns, courses of study and teaching units. Workshop facilities shall be provided for preparing new instructional materials, including access to electronic, photographic, and other equipment. Materials in the educational media center shall be classified and catalogued according to nationally recognized standards. The center shall be administered by a professionally trained person having experience in both the areas of education and educational media.

EDb-303-07 Financial Support

(A) Financial stability and resources for the accomplishment of announced purposes and procedures to meet teacher education and certification standards established by the State Board of Education shall be evidenced.

(B) A clear and accurate analysis of the college or university's financial status with special emphasis on adequate financial support of teacher education shall be presented jointly by the president of the college or university and the administrator responsible for teacher education in an annual financial statement to the State Department of Education at the close of each fiscal year.

EDb-303-08 Evaluation

(A) Continuous study, development, and improvement of teacher education shall be evidenced and supported by a well-defined plan of evaluation which shall provide for the follow-up of graduates.

(B) Plans which are part of a design for total college or university development shall be formulated for the long-range development of teacher education.

(C) Each college or university shall be evaluated at least once every five years by the State Department of Education. Said evaluation shall be conducted on campus and shall involve an evaluation team appointed by the State Department of Education that is broadly representative of the education profession, teacher education students, and interested citizens. The college or university shall provide for the necessary and essential expenditures of State Department of Education evaluations, except for transportation, room and meals of team members. The college or university shall prepare and file with the State Department of Education such financial and other reports as may be required for administrative and evaluative purposes.